

Strategic Planning and Implementation

A Systemic Approach to Implementing Innovations for Social & Emotional Learning (SEL) within a Multi-tiered System of Support

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<http://bit.ly/APBS2019SEL>



Who Are We?



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2nd Grade Teacher
Green Leadership & World
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School

WCPSS District Overview

Wake County, North Carolina

14th Largest District in the US

857 sq mi

Urban, Suburban, & Rural



Our Schools

Average Daily Membership	160,471
Total number of schools	187
Elementary schools	114
Middle schools	36
High schools	28
Alternative schools	6
(K-8, 6-12)	3

Our Employees

Total number of employees	19,537
Total number of teachers	10,421
Percent of teachers with advanced degrees	38.5%
National Board-certified teachers	1,483

Our Budget

Operating budget	\$1.65 billion
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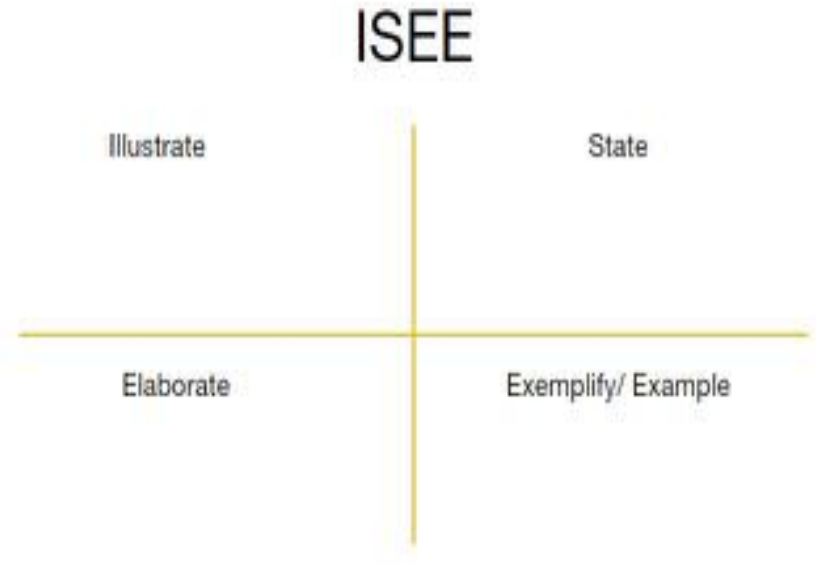
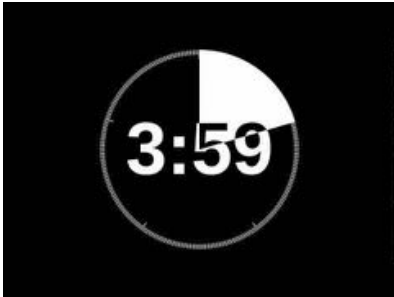
Per-pupil expenditure	\$8,570
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Operating budget spent on schools	92%
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Capture your beliefs

How might Social & Emotional Learning (SEL) competencies contribute to productive citizenship higher education/career?



Learning Outcomes

You will...

- Develop an internal plan to communicate SEL as a priority to stakeholders
- Increase knowledge of strategic planning and implementation the district and school levels
- Develop an inventory of relevant initiatives and identify the core system features for targeted alignment

Structure

District Implementation Team

1. Professional Learning
2. Curriculum Development
3. Intervention & Advanced Learning Services
4. Counseling & Student Services
5. Special Education
6. Early Learning
7. Equity Affairs

School Implementation Team

1. Principal and Assistant Principal
2. Professional school counselor
3. Grade level team representatives
4. Instructional coaches
5. School social worker
6. School psychologist
7. Special education teacher
8. Magnet coordinator

Compelling Why

As educators work to implement the Every Student Succeeds Act (ESSA), states and districts will be working with increased focus on school climate, social behavioral health, school safety, and the impact of an integrated whole child approach.

- Various approaches concurrently implemented
- Adoption of new initiatives

Potential Barriers:

- Redundancy
- Misalignment
- Ineffective implementation
- Conflicting philosophies
- Cost

Can create:

- Confusion
- Dissonance

Implementation Science: Bridging Research & Practice

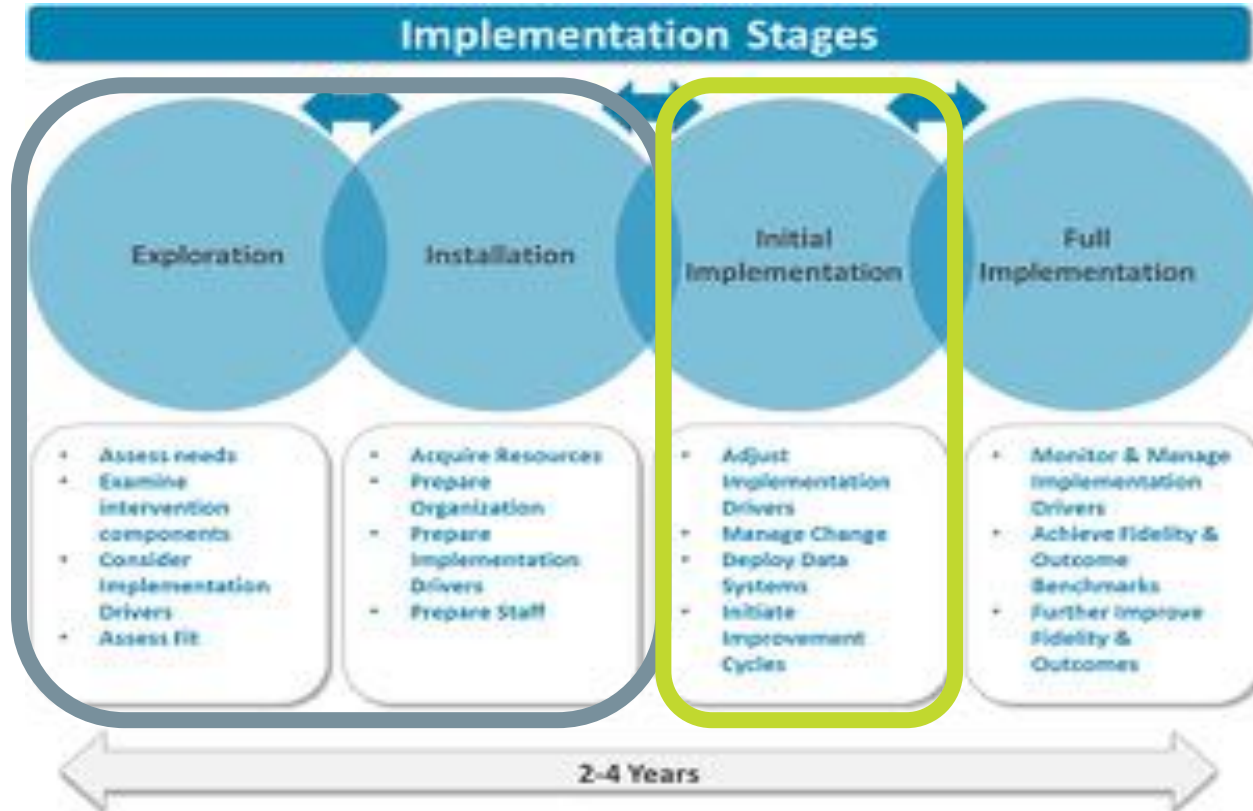
[Implementation Quickstart](#)



Formula For Success



Strategic Vision for Implementation



Development, socialization, and execution
of a district-wide vision

Profile of a Graduate

Students, teachers, parents, civic groups and district leaders were asked to identify the traits of a successful graduate as part of community effort to create a Strategic Plan. The following profile emerged of graduates who are politically savvy, globally aware and flexible thinkers.

- Knowledge
- Global Awareness
- 4 Cs (Communication, Creativity, Critical Thinking, Collaboration)
- An Open Mind
- Resiliency

Intentional Communication & Collaboration

District Implementation Team

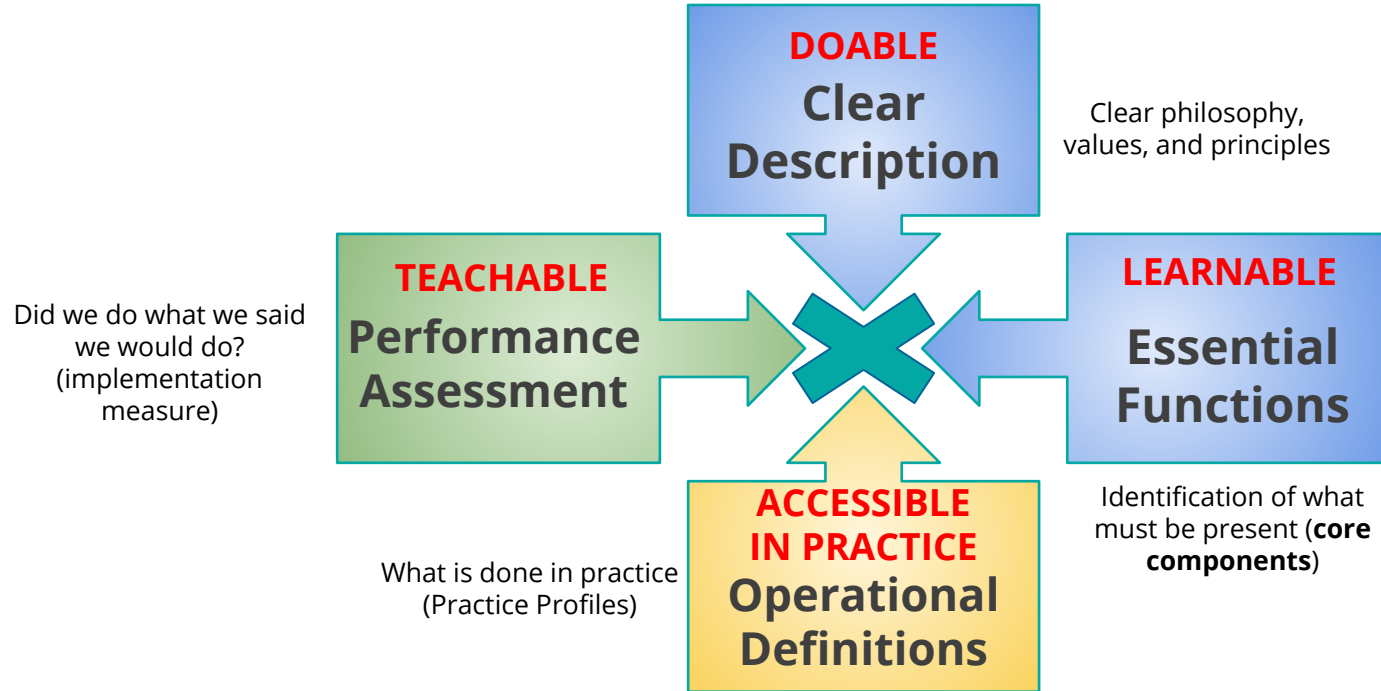
1. Develop, socializate, and execute a district-wide vision and communication plan
2. Develop central office expertise and competence
3. Align resources
4. Design and implement effective professional learning programs

School Implementation Team

1. Adopt SEL Standards
2. Design and implement effective Professional Learning (with district support)
3. Select evidence informed curriculum (with district support)
4. Communicate SEL as priority to stakeholders (internal & external)

Development of central office expertise and competence

Unpacking SEL



Clear Description

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Essential Functions: CASEL Core Competencies



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- [Building Blocks PL content](#)- Slide deck
- [SEL Playlists](#)- Curated SEL Resources for PL
- [Email response](#)- sent to PL participants
- Learning Central Course- Online PL course

Operational Definitions

SAFE

- *Sequenced*: Connected and coordinated activities to foster skills development.
- *Active*: Active forms of learning to help students master new skills and attitudes.
- *Focused*: A component that emphasizes developing personal and social skills.
- *Explicit*: Targeting specific social and emotional skills.

Performance (Fidelity) Assessment

Effective Innovations for Social & Emotional Learning

The purpose of this guide is to provide A Menu of Usable Innovations (evidence-informed programs and practices) to support CASEL Core Competencies within a multi-tiered system of support.

Table of Contents:

[CORE \(TIER 1\)](#)

[SUPPLEMENTAL \(TIER 2\)](#)

[INTENSIVE \(TIER 3\)](#)



Alignment of resources

Alignment of Initiatives, Programs & Practices

- Highly strategic, efficient, relevant, and effective district/school organization
- Examine current practices
- Consider the extent to which current practices are implemented with fidelity and produce meaningful outcomes
- Establish support systems to select, install, and implement best practices

Identify Core System Features for Initiatives Targeted for Alignment

Section I	Initiative A	Initiative B	Initiative C	Initiative D
Name of Initiatives to be Aligned				
1. Name of lead department/division with budget authority				
1. Population served (e.g. Tier I, II, III, students, staff, families, grade level)				
1. Research based (e.g. peer reviewed)				
1. Outcome(s) achieved to date in the district/schools				

Identify Core System Features for Initiatives Targeted for Alignment

Section II: List the MTSS core system features used to implement initiative:				
	Initiative A	Initiative B	Initiative C	Initiative D
Name of Initiatives to be Aligned				
Leadership <ul style="list-style-type: none"> • Name of team • Individuals on team • Individuals who provide coordination 				
Building the Capacity/Infrastructure for Implementation				
Communication and Collaboration				
Data-Based Problem Solving				
Three Tiered Instructional/Intervention Model				
Data-Evaluation				

Facilitating the Alignment Process

A. Assessment of Current Initiatives:

1. Coordinate and lead alignment process with an executive level team.
2. Define the valued outcome(s) to be achieved.
3. Develop an inventory of the related initiatives that are currently implemented across the district.
4. Has the team identified the core system features for initiative targeted for alignment?
5. Analyze and make decisions for alignment and initiatives.
6. Design the plan for effective alignment including implementation, evaluation, and professional learning

B. Team adopts a formal process for adding new initiatives:

1. For any new initiatives being considered, determine their “fit”, including evidence-base among other initiatives.
2. If team determines new practice/initiative is to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.

Integration of SEL with other district initiatives

Analyze and make decisions for alignment of initiatives

Section II: List the MTSS core system features used to implement initiative:				
	Initiative A	Initiative B	Initiative C	Initiative D
Name of Initiatives to be Aligned				
Leadership <ul style="list-style-type: none">• Name of team• Individuals on team• Individuals who provide coordination				
Building the Capacity/Infrastructure for Implementation				
Communication and Collaboration				
Data-Based Problem Solving				
Three Tiered Instructional/Intervention Model				
Data-Evaluation				

Design the Plan for Effective Alignment

Section III: Design an action plan for effective alignment:			
NC MTSS Critical Component	Action Items	Who?	When?
Leadership <ul style="list-style-type: none">• Name of team• Individuals on team• Individuals who provide coordination			
Building the Capacity/Infrastructure for Implementation			
Communication and Collaboration			
Data-Based Problem Solving			
Three Tiered Instructional/Intervention Model			
Data-Evaluation			

Alignment of Initiatives, Programs & Practices

North Carolina MTSS Core Features

1. Leadership
2. Data Based Problem Solving
3. Data Evaluation
4. Three Tiers Instruction/Intervention
5. Building Capacity/Infrastructure for Implementation
6. Communication and Collaboration



District Initiatives

BY 2020, WCPSS WILL ANNUALLY GRADUATE AT LEAST 95% OF ITS STUDENTS READY FOR PRODUCTIVE CITIZENSHIP AS WELL AS HIGHER EDUCATION OR A CAREER.



WAKE COUNTY PUBLIC SCHOOL SYSTEM		VISION 2020 INSTRUCTIONAL BLUEPRINT					
		WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?					
		Students will be successful examinatons, collaborators, creative and critical thinkers who have mastered the NC State Standards and 4Cs. This will make them ready to graduate as productive citizens and for success in higher education and careers.					
		How will we help students to achieve the Standards/4Cs?	How will we know students are learning the Standards/4Cs?	How will we respond when students don't learn the Standards/4Cs?	How will we respond when students already know the Standards/4Cs?		
NC State Standards and 4Cs	Dynamic Learning Experiences	STUDENTS WILL... Demonstrate fundamental Learning through setting and achieving goals and establishing confidence between learning and application of the Standards and 4Cs	ADULTS WILL... Provide instruction on social relationships that meet the needs of the "whole" child for the classroom	STUDENTS WILL... Learn to gather evidence of their learning and present it in a digital portfolio	ADULTS WILL... Guide students in collecting, analyzing, and presenting their learning in a portfolio	STUDENTS WILL... Advocate for and engage in additional learning opportunities	ADULTS WILL... Ensure involvement in increased learning opportunities that target identified achievement gaps (low-income students, students of color, English Language learners, and students with disabilities)
		Express their understanding of Standards and the 4Cs	ADULTS WILL... Provide classroom instruction and activities that demonstrate deep understanding and application of the Standards and 4Cs	STUDENTS WILL... Order how to speak, write, read, and listen, and will use the skills to work well with others	ADULTS WILL... Develop tightly aligned opinion measurements, with an emphasis on performance tasks and others	STUDENTS WILL... Communicate effectively in their learning path when they arise	ADULTS WILL... Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers
		Exhibit Digital Learning through use of technology resources	ADULTS WILL... Provide instruction which integrates technology tools (digital and non-digital) to personalize and differentiate student's learning	STUDENTS WILL... Use the 4Cs to solve complex problems	ADULTS WILL... Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	STUDENTS WILL... Set learning goals to meet out their progress towards success	ADULTS WILL... Set timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers
		Access Learner Agency as they reveal their voice and choice in learning	ADULTS WILL... Provide Standards-based instruction to meet the interests and learning styles of students, empowering them to take ownership of their learning	ADULTS WILL... Provide differentiated student supports that promote and bring about achievement	ADULTS WILL... Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	STUDENTS WILL... Access their voice to communicate what learning supports they desire or need	ADULTS WILL... Access their voice to communicate what learning supports they desire or need
	Access their voice to communicate what non-academic supports they desire or need	ADULTS WILL... Build, implement and engage in non-academic activities	ADULTS WILL... Build culturally relevant instruction with their students				

Multi-Tiered System of Supports (MTSS)
 Leadership • Building the Capacity for Implementation • Collaboration and Communication • Data-based Problem Solving • Three-tiered Instructional Model • Data Evaluation
 By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

School Improvement Indicators

A 1.07

All teachers employ **effective classroom management** and reinforce classroom rules and procedures by positively teaching them.

A 2.04

Instructional Teams develop **standards-aligned units of instruction** for each subject and grade level.

A 4.01

The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A 4.06

All teachers are attentive to **students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary.

E 1.06

The school regularly **communicates with parents** about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Develop A Fidelity Assessment

Implementing the evidence-based program or innovation as intended is the outcome of installing competency, leadership, and organization drivers

- [SEL Tiered Fidelity Inventory](#)
- [SEL Standard Protocol](#)



SEL Standard Treatment Protocol Based on Tiered Fidelity Inventory (TFI)

Effective Innovations for Social & Emotional Learning

The purpose of this guide is to provide A Menu of Usable Innovations (evidence-informed programs and practices) to support CASEL Core Competencies within a multi-tiered system of support.

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[INTENSIVE \(TIER III\)](#)



Design and implement effective PL programs

Selection

Effective staffing requires the specification of required knowledge, skills and abilities that relate to program-specific needs. This means specifying skills and abilities that are prerequisites for the work ahead and determining those that will be developed once the person is hired.



Selection: Who will Lead this Work Everyday?

Selection: School Teams emulate district team

- Administrator
- School Counselor
- Intervention/Advance Learning Coordinator
- Classroom Teacher(s)
- Special Education Teacher
- ELL Teacher



Training

Stakeholders need to learn when, how, and with whom to use new skills and practices.



Training: Process

- Participate in Initial Course
- Review SEL Playlists
- Planning & Design conversation with Office of Professional Learning/SEL District Team
- Facilitate Professional Learning to own staff
- Reflective Conversation with Office of Professional Learning/SEL District Team staff
- Sustained implementation support from MTSS Coaches



Audience



Coaching

Most new skills can be introduced in training, but must be practiced and mastered on the job. Coaching is the key.



Coaching: Process

District Coaching Collaborative

- Support provided from Office of Professional Learning
- Cognitive Coaching & Advanced Cognitive Coaching (Thinking Collaborative)
- Structured Coaching Cycles
 - Planning
 - Observation/Data Collection
 - Reflection



Adoption of SEL Standards



Adoption of SEL Standards: CASEL Core Competencies & Skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



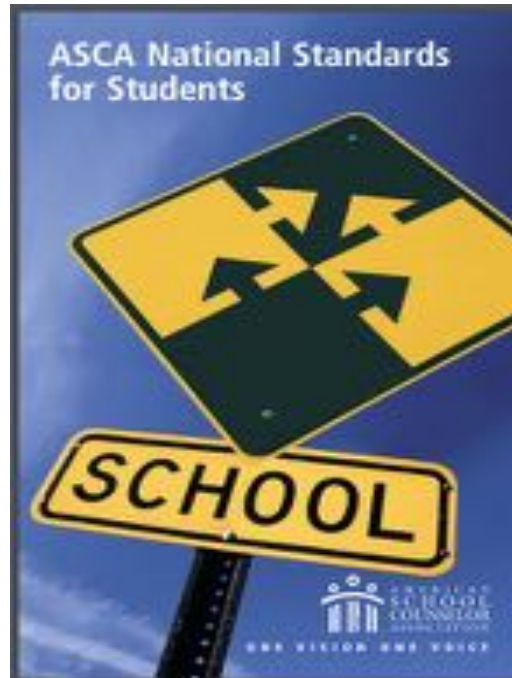
Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork



Standards Aligned Units of Instruction



NC Guidance Essential Standards:

*"It is expected and intended that **all school staff** will be informed about and **ready to implement** these guidance standard as they relate to the classroom, under the leadership of school counselor staff."*

Selection of evidence informed curriculum

Selection of Standards Aligned, Evidence Informed Curriculum

The
Leader in Me™



THE
**POSITIVITY
PROJECT**

CHARACTER STRENGTHS AND VIRTUES



posproject.org | Design by Rule29 Creative

(Peterson and Seligman, 2004)



NEWS UPDATE

Leader in Me is now endorsed by CASEL as an evidence-based social-emotional learning (SEL) process (K-6)!

[LEARN MORE](#)

Standards Aligned Assessments

Selection of Standards Aligned Assessments

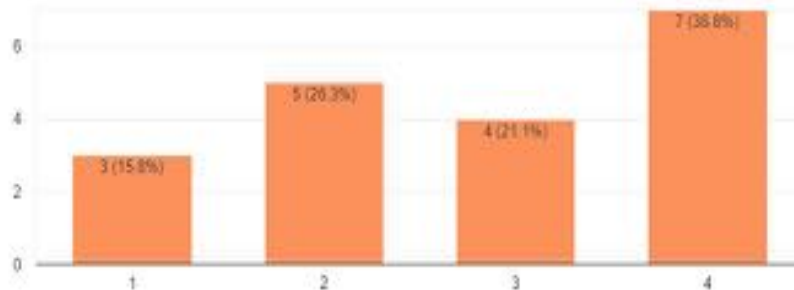


Pre Assessment: Self Management

Self Management

How often did you allow others to speak without interrupting them?

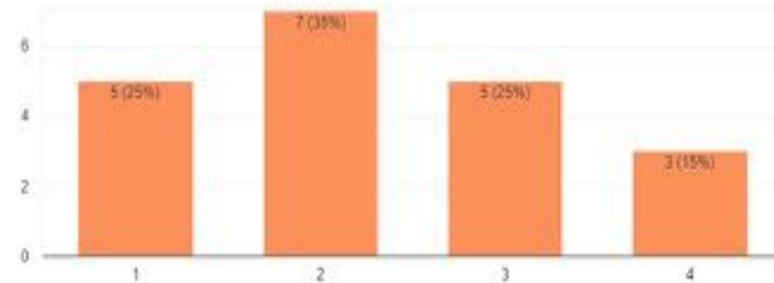
19 responses



Grit

How often do you stay focused on the same goal for more than 3 months at a time?

20 responses

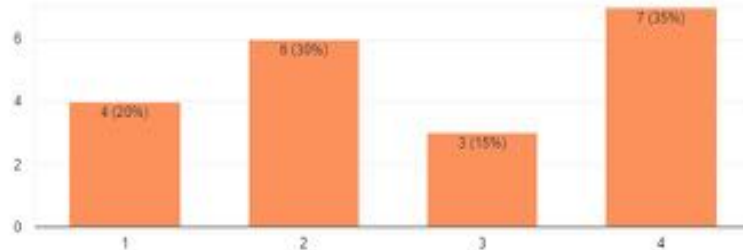


Pre Assessment: Self Awareness

Self Efficacy

When complicated ideas are discussed in class, how sure are you that you can understand them?

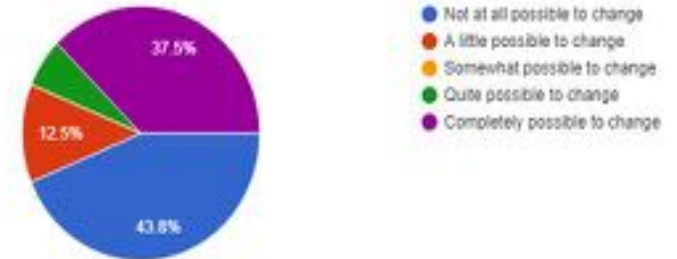
20 responses



Growth Mindset

How easily you give up

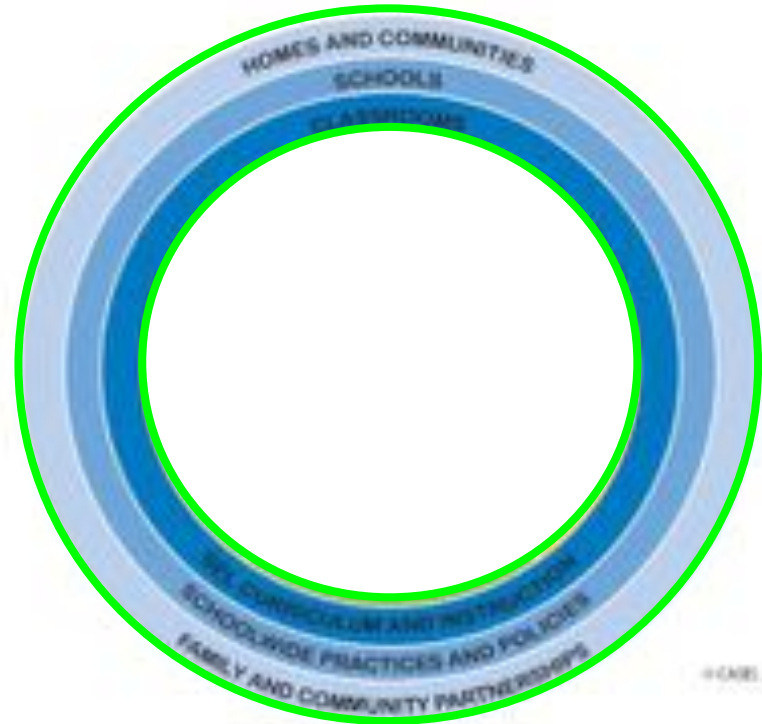
16 responses



Utilize Instructional Strategies for SEL

Multiple Approaches, Multiple Settings

- Classrooms
- Schools
- Homes
- Districts





Relevance: State Board Policy TCP-C-004: Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice
6. Teachers Contribute to the Academic Success of Students

Rubric for Evaluating North Carolina Teachers (Required)
This form should be used for the teacher self-assessment, classroom observation, and the summative evaluation.

Name: Sharon Davidson Title: VICE PRINCIPAL
School: LIGHT MOUNTAIN SCHOOL District: ROFERS
Evaluator: TRISH HARRISON Job: DEPUTY CHIEF
Start Date: 07/16/2011 End Date: 08/08/2011

Standard 1: Teachers demonstrate leadership

1. Teachers lead in their classrooms. Teachers demonstrate leadership to create responsibility for the progress of all students in classes and the school. They plan, implement, and evaluate instructional programs, which include the design of the curriculum, teacher participation in decisions that affect students, the selection of instructional materials, and the use of instructional resources. Teachers use a variety of instructional strategies during the school year to ensure student progress and to reach all students in the learning environment. They establish goals, assess student progress, and evaluate the instructional climate in their classrooms and beyond.

Exemplary	Proficient	Developing	Beginning	Not Demonstrated
1. Understands how the standards in this category apply to his/her practice.	1. Knows responsibility for the progress of students in his/her classroom and the school.	1. Understands the importance of being prepared to teach in the classroom.	1. Encourages students to take responsibility for their own learning.	
2. Knows content in his/her subject area and is able to teach it effectively.	2. Knows the content of his/her subject area and is able to teach it effectively.	2. Knows the content of his/her subject area and is able to teach it effectively.	2. Uses content knowledge to plan and deliver instruction.	
3. Knows the content of his/her subject area and is able to teach it effectively.	3. Knows the content of his/her subject area and is able to teach it effectively.	3. Knows the content of his/her subject area and is able to teach it effectively.	3. Knows the content of his/her subject area and is able to teach it effectively.	

2. Teachers demonstrate leadership in the school, beyond their classrooms, with responsibility to create a professional learning community. The evaluation will focus only on the school and not on the individual teacher. The school leader will be the person or persons in the school who are responsible for the school's success. The school leader will be the person or persons in the school who are responsible for the school's success. The school leader will be the person or persons in the school who are responsible for the school's success.

Exemplary	Proficient	Developing	Beginning	Not Demonstrated
1. Knows the content of his/her subject area and is able to teach it effectively.	1. Knows the content of his/her subject area and is able to teach it effectively.	1. Knows the content of his/her subject area and is able to teach it effectively.	1. Knows the content of his/her subject area and is able to teach it effectively.	
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3. Knows the content of his/her subject area and is able to teach it effectively.

Instructional Practices

Sequenced: Connected and coordinated activities to foster skills development.

Active: Active forms of learning to help students master new skills and attitudes.

Focused: A component that emphasizes developing personal and social skills.

Explicit: Targeting specific social and emotional skills



[Sample Teaching Activities to Support Core Competencies of SEL](#)

Instructional Practices

SEL Approaches

- Instruction
- Curriculum
- Environment

Short-Term Outcomes

SEL Skill Acquisition:
Five Competence Areas



Improved Attitudes:
Self, Others, Learning, and
Schools



Enhanced Learning
Environment: Supportive,
Engaging, and Participatory



Behavioral/Academic Outcomes

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Improved Academic
Performance

Communicate SEL as priority to stakeholders

Communications Goals by Audience (INTERNAL)

Target Audience	Goals for Understanding
All	<p>Clarity around district vision and approach to SEL that is aligned to CASEL Core Competencies and ASCA Standards</p> <p>Ability to articulate what SEL that is aligned to Casel's Core Competencies and ASCA Standards is and what it is not.</p>
District Leaders	<p>Understanding how this shift fits together with other work happening in the district and school, and how they should prioritize accordingly.</p> <p>Recognizing how their work changes as a result of the shift to SEL that is aligned to Casel's Core Competencies and ASCA Standards</p>
School Leaders	<p>Understanding how this shift fits together with other work happening in the district and school, and how they should prioritize accordingly.</p> <p>Clarity around what actions they should continue to take and what they stop as a result of this shift.</p>
Teachers, Counselors, and other Certified Staff	<p>Clarity around what will change in classrooms/other learning environments and what will remain the same.</p> <p>Increased confidence in themselves as learners.</p>

Communications Goals by Audience (EXTERNAL)

Target Audience	Goals for Understanding
Media	Clarity around the work, including district's rollout plan and changes to instruction going beyond the addition of resources.
Parents & Guardians	Clarity around what this means for their child's learning, including what will change in their child's classroom and what will remain the same. Confidence that changes are being made in the best interests of their child. Increased understanding of and confidence in ways they can continue to be involved in their child's learning.
School Board and other Local and Elected Officials	Clarity around what implications existing or proposed policies and funding structures have on the district's approach to SEL that is aligned to Casel's Core Competencies and ASCA Standards

Communication of SEL as priority to stakeholders

- P2 - Family Information Letter
- SEL resources and information shared through class website

Connect with us!



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